TTL 510 -- Distance Teaching and Learning:
Interactive Video Instruction
Graduate Course Syllabus
Credits – 3 Semester Hours

Summer 2003
June 9 – 27, 2003
July 7-25, 2003

Instructor:

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- **Course Description**

  This course will allow educators throughout South Dakota to research, implement, and evaluate distance learning theory and practices specifically related to interactive video. Learning units will be created and evaluated as to their effectiveness in relationship to student learning. The distance learning media of interactive video, videoconferencing, and WebCT will be utilized as the main delivery modes.

- **Rationale**

  This course prepares professionals through the School of Education for practice and decisions about distance education that integrate theory, research, and experience. The distance learning course examines the fundamental components and practices that have led to effective distance education enterprises and calls for educators to reflectively develop similar procedures and policies that fit within their own institutional frameworks and assure quality learning experiences. The course challenges these professionals to decide upon appropriate distance education alternatives as they address contemporary student needs, utilize instructional technologies, and assure academic quality to assist with rural economic development in the Midwest.

III. Textbooks and Reference

Cyrs, T.E. 1999. Engaging Students in Distance Learning: Interactive exercises and activities for field sites. New Mexico State University: Center for Educational Development.

Cyrs, T. E. and Conway, E. D. 1997. Teaching and Learning at a Distance with the Merging Technologies: An instructional systems approach. New Mexico State University: Center for Educational Development.

Simonson, M.R., Smaldino, S., Albright, M. and Zvacek, S. 2002. Teaching and Learning at a Distance: Foundations of Distance Education. Upper Saddle River, New Jersey: Prentice Hall.

Wiggins, G., McTighe, J. 2000. Understanding by Design. New Jersey: Prentice Hall College Division.

Wiggins, G. McTighe, J. 1999. The Understanding by Design Handbook. Association for Supervision and Curriculum Development.

- **Course Objectives / Outcomes - Standard - Assessment**

Objective / Outcome	Standards Code	Assessment
• Acquire technical expertise for the specific components of the technology infrastructure provided to schools through the SD Connecting the Schools Initiative.	DECA 24:16:36 (3) INTASC #1 NCATE #1 ISTE I., IV	Performance Task Demonstration, Journaling, Observation documented on a Skills Checklist
• Research the literature regarding effective distance education.	DECA 24:14:36 (4) INTASC #2 NCATE #1 ISTE II.A	Journaling, Unit of Study Design, Performance Tasks
• Identify effective instructional strategies for distance education.	DECA 24:14:36 (4) INTASC #4 NCATE #1 ISTE II, II.A, II.B, II.C, II.D, III.C	Unit of Practice, Performance Task, Observations as documented on the skills checklist
	DECA	

• Use key learning principles in designing curriculum in distance education.	24:14:36 (4) INTASC #7 NCATE #1,#3 ISTE II.A, III, III.A	Unit of Practice
• Describe key trends affecting distance education.	DECA 24:14:36 (4) INTASC #^ NCATE #1 ISTE V,V.D	Journaling Observation

The methods for assessment and the criteria for grade assignment for this course are:

Criteria for Evaluation:

Daily Participation	5%
*Unit of Practice	50%
*Technology Skills Demonstration	20%
*Reflective Practitioner Synthesis	10%
* Overall Portfolio	5%

**These items are components of a portfolio submitted to the instructors.*

Explanation of Assignments and Grading Criteria:

Daily Participation: Attendance will be maintained. Attendance during all scheduled hours of the academy is expected. Participants should actively participate and display leadership in academy activities, encouraging and engaging others in a positive way.

Technology Skills Demonstration: This course will involve four areas of technology skills development; the basic components of operating the VTEL/PolyCom system, advanced components of operating the VTEL/PolyCom System, using Web CT as a participant, and being a designer in WebCT. Site instructors will use a feedback form to indicate they have observed the participants demonstration of this skill and the specifics of that demonstration.

Unit of Practice: The length should be equivalent to a minimum of 10 days of instruction if developing a high school course OR a minimum of 3 DDN sessions if creating a Unit of Instruction for the elementary/middle school level. The components expected in the Unit of Practice are invitation, tasks, assessment, standards, situations, interactions, and tools. The Scoring Guide for the Unit of Practice will be used for grading. The Unit of Practice will be reviewed by the student, site instructor and the instructors.

Reflective Practitioner Synthesis Paper: DTL participants will be expected to reflect upon their experience with DTL and consider how it affects their practice as a teacher on

a daily basis. Writing is a way of knowing, a method of discovery and inquiry. Your journal is the place to "write to understand", record, reflect and assess what you are learning from your participation in DTL. There is where you explore how your beliefs about teaching and learning are changing and evolving. It is also the place you document your growth as an educator as you incorporate distance technologies into your teaching. On a weekly basis while at DTL, thirty minutes of time will be devoted to reflect and evaluate on the week's training. This will be a group activity. For your portfolio, take your weekly journal reflections and synthesize them into one coherent presentation.

Portfolio: DTL participants will be asked to present a portfolio of their DTL experience, preferably in electronic form. This portfolio will be submitted to the site instructor for review and also the university instructors for review. The components of the portfolio should consist of the following but are not limited to these; title page, table of contents, unit of practice, technology skills feedback forms, reflective practitioner synthesis paper. The portfolio should be presented in a professional coherent manner. Design and presentation are key criteria to grading.

Grading:

100-90% = A
89-80% = B
79-70% = C
69-60% = D
59-below = F

- **Instructional Methods and Activities**

A. Traditional Experiences
   1. Small group instruction and discussion will be a major method within the framework of the course work.
   2. The will be guest speakers and discussion leaders on selected topics.

B. Distance Experiences
   1. This course will involve extensive use of videoconferencing through the Digital Dakota Network.
   2. Students will develop an asynchronous component to their distance course through WebCT.

- **Bibliography**

The knowledge bases that support course content and procedures include:

A. Contemporary References

Arwady, J. and Gayeski, D.M. 1989. Using video: Interactive and linear designs. Englewood Cliffs, NJ: Educational Technology Publications.

Connic, G.P. 1998. The distance learner's guide. Philladelphia: Prentice Hall.

Cairnoss, F. 1997. The death of distance. Boston: Harvard Business School Press.

Cyrs, T.E. (Ed.). 1997. Teaching and Learning at a Distance: What it takes to effectively design, deliver, and evaluate programs. San Francisco: Jossey-Bass.

Davis, J. and Merritt, S. 1998. The web design wow book. Berkelye, CA: Peachpit.

Harmin, M. 1994. Inspiring active learning: A handbook for teachers. Alexandria, VA: Association for Supervision and Curriculum Development.

Heinich, R., Molenda, M., Russell, J., and Smaldino S. 1996. Educational media and technologies for learning. Columbus, OH: Merrill/ Prentice Hall.

Herring, M. and Smaldino S. 1997. Planning for interactive distance education: A handbook. Washington, D.C.: AECT Publications.

Keegan, D. 1995. Distance education technology for new millennium: Compressed video teaching. Eric Document Reproduction Service Nor. ED389931.

Lehman, B.A. 1995. Intellectual property and the national information infrastructure: The report of the working group on intellectual property rights. Washington, D.C. : U.S. Department of Commerce.

Lyons, P. 1992. Twenty five lesson formats: A sourcebook of instructional alternatives. Engelwood Cliffs, NJ: Educational Technology Publications.

Macfarlane, C. and Smaldino S. 1997. Modernizing the curriculum: The electronic classroom. Springfeld,MO: Charles Thomas Publisher.

Mantayla, K., Gividen J., R. 1997. Distance learning: A step- by-step guide for trainers. Washington D.C. : American of Society Training and Development.

Palloff. R. M. , Pratt. K. 2001. Building learning communities in cyberspace: Effective strategies for the online classroom. Boston: Jossey-Bass.

Portway, P.S. and Lane, C. 1992. Technical guide to teleconferencing and distance learning. San Ramon, CA: Applied Business Telecommunications

Porter, L. 1998. Creating the virtual classroom: Distance learning with the internet. Boston: Jossey-Bass.

Rabb, M.Y. 1993. The presentation design book: Tips, Techniques, and advice for creating effective, attractive slides, overheads multimedia presentations, screenshows

and more. Chapel Hill, NC: Ventana Press.

Richardson, A. 1992. Corporate and organization video. New York: McGraw-Hill.

Schreiber, D.A. (Ed.) 1998. Distance training: How innovative organizations are using technology to maximize learning and meet business objectives. Washington D.C.: American Society of Training and Development.

Silberman, M.L. 1995. 101 ways to make training active. Englewood Cliffs, NJ: Prentice-Hall.

Simonson, M.R., Smaldino, S., Albright, M. and Zvacek, S. 2002. Teaching and Learning at a Distance: Foundations of Distance Education. Upper Saddle River, New Jersey: Prentice Hall.

Tiffin, J. and Rajasingham, L. 1995. In search of the virtual class: Education in an information society. New York: Routledge.

Walters, L. 1995. What to say when—you're dying on the platform: A complete resource for speakers, trainers, and executives. New York: McGraw-Hill.

Willis, B. (Ed.). 1994. Distance education strategies and tools. Englewood Cliffs, NJ: Educational Technology Publications.

Yelon, S.L. 1996. Powerful principles of instruction. White Plains, NY: Longman Publishers.

Zelinski, D. (Ed.) 1990. The best of creative training techniques newsletter. Minneapolis, MN: Lakewood Books.

Zettl, H. 1995. Video Basics. Belmont, CA: Wadsworth.

B. Classic References

Dick, W., Carey L. and Carey, J. 2001. The systematic design of instruction. NewYork: Addison Wesley.

Gardner, H. 1993. Multiple intelligences. New York: Basic Books.

Keegan, D. 1996. Foundations of Distance Education. London: Routledge.

Moore, M. and Kearsley, G. 1996. Distance education: A systems view. Belmont, CA: Wadsworth.

Perelman, L. J. 1992. Schools out: Hyperlearning the new technology and the end of

education. New York: William Morrow and Company.

Wiggins, G., McTighe, J. 2000. Understanding by Design. New Jersey: Prentice Hall College Division.

Wiggins, G. McTighe, J. 1999. The Understanding by Design Handbook. Association for Supervision and Curriculum Development.

C. Journals

American Journal of Distance Education
Distance Education
Hyperlearning
Journal of Educational Technology
Online
Open and Distance Education
Quarterly Review of Distance Education
TechTrends

D. Electronic References

Copyright : http://www.clari.net/brad/copymyths.html
http://www.uspto.gov/web/offices/dcom/olia/confu
http://www.copyright.com/

University of Colorado: Denver. Instructional Design Components of Distance Learning.
http://www.cudenver.edu/~mryder/itcon.html

Yale University. Distance Learning Theory and Resources.
http://www.asweb.unco.edu/depts/Sociology/oconnor/distance/theory.htm

University of Western Florida. Distance Learning Theory and Design. On line course.
http://www.uwf.edu/~pnorthru/de/distance.htm

University of Arizona. Distance Education Resources.
http://seamonkey.ed.asu.edu/~mcisaac/disted/internet.html

Sanborn Interactive Video Network. Links and resources for distance education.
http://mti.tec.sd.us/teleport/sivn.html

University of Wisconsin. Distance Learning Clearinghouse.
http://www.uwex.edu/disted/home.html

United States Distance Learning Association. Resources and applications for distance learning. http://www.usdla.org/.

URL for Information About Distance Education Classrooms
http://www3.iptv.org/

URL for Mid-continent Research for Education and Learning
http://www.mcrel.org

URL for WebCT
http://www.webct.com

- **Course Schedules and Policies**

A. Tentative Course Schedule

Week One	• VTEL Operations • Engaged Learning • Background Curriculum Design • Intro. to Web CT • Constructivist Theory
Week Two	• Advanced VTEL Operations • Management Issues of Distance Education • Copyright • Special Education Resources for Distance Education • Instructional Strategies and Methods for Distance Ed.
Week Three	• Design Features of Web CT • Portfolio Development • Reflective Practice • ITV Presentation Skills and Tips • Peer Coaching
Portfolio Due Date	• Session One: June 23 - 27 • Session Two: July 21-25

B. Course Policies

1. Portfolios are due when indicated, those over a week late will be marked down 10 %. Contact the instructors in advance about extenuating circumstances that prevent you from completing assignments on time.

2. It is the instructor's goal to create and facilitate a learning environment such that intellectual, personal, social and ethical development of students is stimulated. Each person will be integral to the creation of that environment by encouraging intellectual honesty and respectfully observing the viewpoints of others. It is expected that what each person brings in terms of experiential and academic knowledge will be shared. The goal of collaborative interaction is not to always reach consensus but to understand and embrace various perspectives.

Portfolio Components Guidelines

Overview

The purpose of the Distance Teaching and Learning Academy Professional Portfolio is multidimensional. It is the; "file management" for the products that are it progress; it is a showcase of your work from the academy, and it provides an assessment product or framework in that the products demonstrate the participant's learning. The portfolio audience is the DTL Academy participant, the site instructor, colleagues, and the DTL Design Team. The portfolio maybe electronic (i.e., web-based, CD Rom), hardcopy or a combination of the two.

Components and Scoring Percentage

Portfolio Format • Title Page • Table of Content • Organization • Overall Presentation	5%
Unit of Practice (see Unit of Practice Scoring Guide)	50%
Technology Skills Demonstration (This will be determined by the Technology Skills Feedback Form)	30%
Reflective Practitioner Synthesis Paper (See Guidelines for Reflective Practitioner Paper)	10%
Attendance and Participation in the DTL Academy (Site Coordinator Report Form)	5%

Optional Components

- Research articles and web site reviews related to Distance Education
- Activity summary from the academy
- Notes and Information from the academy

Unit of Practice Scoring Guide

I. Engaged Learning and Constructivist Principles (Weighted 30%)
(Invitation, Tasks)

Qualities	Quality Indicators	Acceptable Evidence
Invites active student participation.	*The unit begins with a motivational "invitation to learn" that piques student interest. *Authentic, meaningful tasks are based on interests of the students.	
Provides multiple opportunities for students to construct knowledge.	*Students construct knowledge through their interactions with other learners, teacher, and self. *Learning experiences are designed to address students' wonderings and assumptions.	
Provides teachers with the opportunity to facilitate learning experiences.	*Opportunities exist for the teacher to be a co-learner with students and model skills of life-long learning. *Teachers encourage students to be active participants in their own learning rather than passive recipients.	

Percent total for Engaged Learning/Constructivist Principles = _____

II. Curriculum Design and Content (Weighted 30%)
(Invitation, Standards, Tasks, Interactions)

Qualities	Quality Indicators	Acceptable Evidence
Learning objectives are based on key concepts and enduring understandings.	* Key concepts are timeless and cross disciplines. *Key concepts are connected to the state	

	content standards.	
The guiding questions are feasible, worthwhile, contextualized meaningful, and sustainable.	*Guiding questions about the content to be learned provide an important framework for their learning activities. *Questions promote decision-making and development of learning plan.	
Instructional experiences are logical and likely to engage students in meaningful activities; concepts are carefully sequenced and integrated with substantial content.	*Students have opportunities and increased responsibility to identify their own learning needs, locate learning resources, and construct their own knowledge based on those needs. *Provide students with the knowledge and skills necessary to understand key concepts.	

Percent total for Curriculum Design and Content = _____

III. Use of Videoconferencing and other technologies (Weighted 20%)
(Tools, Situations, Interactions)

Qualities	**Quality Indicators**	**Acceptable Evidence**
Collaboration enriches classroom instruction.	*Students work in groups on authentic activities with remote sites. *Collaboration provides opportunities for the sharing of diverse ideas, experiences, and perspectives.	
A variety of instruction is used to keep interest and motivation high.	*Synchronous connections are used to facilitate student learning through connections with experts,	

	virtual fieldtrips, and ongoing projects at remote locations *Students have the opportunity to present information to remote partners.	
The focus is on appropriate use of technology, not the technology itself.	*The use of videoconferencing equipment is a seamless part of the learning process. In other words, the use of the videoconferencing equipment is not the focus of instruction. *The videoconferencing tools used in the learning experiences enhance and extend the learning in a meaningful way.	

Percent total for Videoconferencing and other technologies = _____

IV. Student-centered Assessment Practices (Weighted 20%)
(Assessment)

Qualities	**Quality Indicators**	**Acceptable Evidence**
Integrates formative performance assessment as an ongoing part of instruction.	*Learning checkpoints are used as a way for students to continually adjust their understanding. *Teacher adapts to particular student needs as shown in learning checkpoints.	
Authentic activities engage students in demonstrating their understandings and proficiencies.	*Both content knowledge and process assessed.	
Provides timely feedback for students and teacher.	* Multiple opportunities exist for teachers to assess student learning in the context of teaching and	

	learning.	

Percent total for Student-centered Assessment Practices = _____

Demonstration of VTEL Basic Skills
Instructor Feedback Form

Participant's Name _____

Skill	Demonstration or Evidence
Starting the VTEL Equipment	Instructor Signature & Date: Evidence Description or Event: Comments:
Disconnecting a call	Instructor Signature & Date: Evidence Description or Event: Comments:
Muting the audio	Instructor Signature & Date:

	Evidence Description or Event:
	Comments:
Use of Picture in Picture	Instructor Signature & Date:
	Evidence Description or Event:
	Comments:
Camera Selection and Use	Instructor Signature & Date:
	Evidence Description or Event:
	Comments:
Utilizing the Document Camera	Instructor Signature & Date:
	Evidence Description or Event:

	Comments:
Using the computer or PC feature	Instructor Signature & Date:
	Evidence Description or Event:
	Comments:
Camera Presets	Instructor Signature & Date:
	Evidence Description or Event:
	Comments:
Identifying local and remote monitors	Instructor Signature & Date:
	Evidence Description or Event:
	Comments:
Take a snapshot	Instructor Signature & Date:

	Evidence Description or Event:
	Comments:
Utilizing PC features of Word and Power Point	Instructor Signature & Date:
	Evidence Description or Event:
	Comments:
Adjusting audio	Instructor Signature & Date:
	Evidence Description or Event:
	Comments:
Shutting down the system	Instructor Signature & Date:
	Evidence Description or Event:
	Comments:

Demonstration of VTEL Advance Skills
Instructor Feedback Form

Participant's Name _____

Skill	Demonstration or Evidence
Utilize the SMART Board	Instructor Signature & Date: Evidence Description or Event: Comments:
Record Local Video	Instructor Signature & Date: Evidence Description or Event: Comments:
Record Remote Video	Instructor Signature & Date: Evidence Description or Event: Comments:

Send Video	Instructor Signature & Date:
	Evidence Description or Event:
	Comments:
Make a Slide Tray	Instructor Signature & Date:
	Evidence Description or Event:
	Comments:
Take pictures with snapshot and store them in a slide tray	Instructor Signature & Date:
	Evidence Description or Event:
	Comments:
Annotate a Slide	Instructor Signature & Date:
	Evidence Description or Event:
	Comments:

Send a Slide

Instructor Signature & Date:

Evidence Description or Event:

Comments:

Import a Picture from the Internet, Disc, or External source into a Slide Tray

Instructor Signature & Date:

Evidence Description or Event:

Comments:

Demonstration of Web CT Skills
Instructor Feedback Form

Participant's Name _____

Skill	Demonstration or Evidence
Logging in to Web CT as a Participant/Designer	Instructor Signature & Date: Evidence Description or Event:
Explain differences between participant view and designer view.	Comments:
Utilizing E-mail Within WebCT	Instructor Signature & Date: Evidence Description or Event: Comments:
Utilizing the Discussion Board as a Participant **Demonstrate how to add discussion topics to the Discussion Board**	Instructor Signature & Date: Evidence Description or Event: Comments:

Using the Calendar as a Participant	Instructor Signature & Date:
Demonstrate how to add calendar events	Evidence Description or Event:
	Comments:
Use the Assignment Feature of Web CT as a Designer	Instructor Signature & Date:
	Evidence Description or Event:
	Comments:
Develop a Course Syllabus and post within WebCT	Instructor Signature & Date:
	Evidence Description or Event:
	Comments: